

# SPORTS

## AND THE MAKING OF THE AMERICAS

HIS 3310 | Dept. of History | Appalachian State University

### Part 1: Where are We Now?

HIS 3310 begins with an overview of the burning issues in sports across the Americas. For Fall 2020 topic include: COVID responses, player activism, and budget cuts.

### Part 2: Early History & Identities

Our second unit of focus is on the early history of sports in the Americas, and the ways various groups constructed national, ethnic, class, and racial identities around sports.

### Part 3: Bodies as Contested Spaces

The course next moves to a focus on the body itself as a means of constructing, upholding, challenging, and subverting identities. We discuss gender and physicality, as well as fandom and (irrational) passions through the rituals and violence of supporters.



### Focus

In this course we will explore the role of sports in the construction of identities across the Americas.

Upper- and middle-class citizens first embraced organized athletics in the late-nineteenth century as “civilizing” tools. Soon, activities like *fútbol* (soccer), boxing, and *béisbol* (baseball) became popular with the masses. We will discover how sports shaped gender, class, racial, and national identities from Canada to the Southern Cone. We will also analyze connections between politics and sportsmen, violence among fans and players, and the





## Part 4: The Political Uses of American Sports

The final unit explores the impact of sports on hemispheric, national, and regional matters, including: U.S.-Latin American relations; transnational ties; "old" and "new" sports; history of player activism and more.

HIS 3310 concludes with a look ahead at issues 2021 might bring in American sports.



ways sports shaped other forms of mass culture. The course includes some readings focused on Southern sports and its place the international community.



### *Primary Objective*

To trace how multiple forms of identity developed and changed over time across the Americas through a historical study of sports.

### *Specific objectives for this course*

To be able to...show how gender, class, race, ethnicity, and other forms of identity across the Americas intersected via sports in a careful analysis of primary and secondary sources

To be able to... think as historians in the analysis of primary and secondary sources, charting changes over time, and placing the development of organized sports within the larger historical context

To be able to...identify ways in which sports affected other forms of mass culture (cinema, music), politics, and social movements, and vice versa

To be able to...generate new perspectives on the complexity and diversity of the Americas through an analysis of popular culture, while also highlighting similarities across the hemisphere

## Course Information

HIS 3310 • Fall 2020 • Tuesdays & Thursdays 12:30 - 1:45pm

Office Hours: Tuesdays & Thursdays 10:45am - 12:15pm • Location: Anne Belk 220 (or by Zoom)

Course Website @ [sportsamericas.rwansibaja.com](http://sportsamericas.rwansibaja.com)

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## Pedagogical goals & Practices

This course aligns with the ASU Dept. of History's goals and practices for 3000-level courses.

- Identification, analysis, and use of primary and secondary sources
  - Written prospectus
  - Outline
  - Rough draft (and revisions)
  - Historical Narrative
  - Oral history
  - Chicago Manual style documentation
  - Historiographical essays
  - Annotated bibliography
  - Oral presentations
  - Reading and writing book reviews
  - Identification & comparison of multiple interpretations
  - Introduction to theory
  - Use of interdisciplinary methods
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## Structure of the course

### Readings & Discussions:

The first aspect of this course you should be aware of is that it is not lecture-based. The role of the instructor is to help students reach their goals through guidance, coaching, and mentoring. Therefore, develop a consistent, effective, and personal way of taking notes while completing your weekly readings so you will be ready for blogging and class discussions. Presentations by the instructor will only take place when they are necessary in order to move class discussions forward.

Instead, weekly reading assignments and blog postings will be the focus of your time. This approach allows us to engage with each other online first. The, during class time, you will expand upon your ideas when we “de-brief” in class. So ... reading ahead of time is essential for constructive conversations that take place in class and online. Remember: when it comes to discussions, quality over quantity matters!

NOTE: For Fall 2020, the COVID concerns are altering everything about course delivery. The goal is to provide students in HIS 3310 with a high-quality course on sports & history. So, this semester begins with a simple question: ““What do you want to learn in this class?” That means **flexibility** is key for both students and the instructor. Elements of class *will* change! In the end, though, I hope you'll find this course was useful to you in thinking about larger social issues through the study of sports history.

- ♦ To maximize safety, and promote deeper discussions, I am separating the class in two. Half of the students will be expected to attend class every Tuesday, and the other half on Thursdays. On the day you are not expected in class you will have some online assignments to complete.
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## Assignments

### Blog / Discussion Leaders

Each week, students will post a 350-500 word post to the class website that provides a thoughtful analysis/reflection about the reading assignments. At times, students will lead their table in a discussion of the readings. The key to these posts and discussions is to analyze the readings by: a) evaluating the arguments presented by the authors, and b) speaking to the major themes across the week's readings. *Your blog posts should be structured around the majors themes - **not** as an article-by-article summary.*

In addition to posting a weekly blog post, students will also be asked to comment on at least 2 classmates' posts. Each week's blog post and comments will be worth 6 pts. (total of 36 pts. –see below).

Note: Life happens. Not every week is easy to handle. As such, there are potentially 13 weeks of blog postings but you only have to participate in 6 weeks. This means you have 6-7 weeks of blogging you can take off without penalty. Please notify the instructor when you plan to take a week off.

**Deadlines:** one post per unit [we have four units]; 6 total posts & minimum of 12 peer comments.

- **Tuesday group** blog posts should be posted no later than by **Sunday** before we meet, peer comments by **Monday** (unless otherwise noted).
- **Thursday group** blog posts should be posted no later than by **Tuesday** before we meet, peer comments by **Wednesday** (unless otherwise noted).

### Book Review

For our common reading, students will review Brenda Elsey and Joshua Nadel's *Futbolera: A History of Women and Sports in Latin America* (Austin: University of Texas Press, 2019), mirroring professional book review templates provided in class. Your 650-800-word review should provide a brief background to the topic, a condensed summary of how the book engages with the topic, an explanation of the authors' main argument, particular points in the book (what worked well, where did the book fall flat or seem confusing), and a final assessment of the merits of the book.

Note: A first draft of the book review will be created via Google Docs and shared with the instructor for feedback and commentary. A revised and final version will be posted to the course blog under "Book Review."

### DST or Other Digital Product

This project, along with the final exam paper, will develop over the course of the entire semester. The goal of the digital storytelling (DST) project is to share your research in a digital format, and through a product or presentation that makes good use of your selected format. Your research is focused on a topic related to sports in the Americas that compliments your final exam paper's focus.

Assignments can include: an interactive digital timeline, a five-minute digital storytelling film, a curated digital exhibit using Omeka, a long-form storytelling format, a vlog or podcast, annotated photo collection, etc.

This assignment requires students to “do” history in a non-essay format, while adhering to the same principles of historical inquiry and scholarship. Your product should be tightly focused (a type of micro-history) and centered on a specific topic, person, group, or event.

### Final Exam

The final exam paper is a chance for students to show off their mastery of the course readings, topics, and discussions. In particular, students will demonstrate their ability to show how sports shaped identities across the Americas, changed over time, and how we see evidence of the impact of sports on today’s societies. You can speak to race, gender, class, national identity, regional identity, etc.

The final exam paper will incorporate relevant course readings, additional secondary readings, and original research from your digital project.

\* All papers must be submitted no later than by the end of the final exam period (Thursday Dec 3, 11am-1:30pm).\*

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### Grading Summary

Attendance/ Class participation = 10 pts.

Weekly blog post including (at least) 2 comments to peer responses = 36 pts.

Book review = 15 pts.

Digital History project = 24 pts.

Final exam paper = 15 pts.

**Total=100 pts.**

(A 100-94 / A- 93-90 // B+ 89-87 / B 86-83 / B- 82-80 // C+ 79-77 / C 76-73 / 72-70 // D+ 69-67 / D 66-63 / D- 62-60 // F = 59 or lower)

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### *Course Readings (CR) To Purchase (P) or Rent (R)*

- ▶ Nadel, Joshua. *Fútbol!: Why Soccer Matters in Latin America*. Gainesville: University of Florida Press, 2014. [P]
- ▶ Miller, Patrick, ed. *The Sporting World of the Modern South*. Urbana: University of Illinois Press, 2002. [R]
- ▶ Sheinin, David. M.K., ed. *Sports Culture in Latin American History*. Pittsburgh, University of Pittsburgh Press, 2015. [R]

### *Journals Available at ASU*

- Journal of Sport History; The Americas; The Latin Americanist (available through JSTOR, Project Muse)
- International Journal of the History of Sport; Paedagogica Historica; (Historical Abstracts with Full Text)
- Soccer & Society (SPORTDiscus with Full Text)

### *Policies & Requirements*

**ATTENDANCE & PARTICIPATION:** Because this is a course that involves active participation, both in class and online, attendance and participation is vital. Because we are living in a time of pandemic uncertainty, however, we can't pretend it's "business as usual."

Each student is being asked to attend class once a week - either Tuesday or Thursday. Please notify the instructor at the beginning of the semester if you are in Boone or can make it to ABH 236, or if you are 100% remote and will attend via Zoom. If you have symptoms that may put others at risk, email the instructor in advance that you will join by Zoom that week. [see: <https://www.appstate.edu/recovery>]

**MEDICAL / EMERGENCIES:** If an illness or a family emergency forces you to miss an assignment, speak to the instructor as soon as possible in person, by phone, or by email. Be open and honest; the instructor will work with you while being fair to all students.

**SPECIFIC NEEDS:** Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University's courses, programs and activities, please contact the Office of Disability Resources (828.262.3056 or <http://odr.appstate.edu>). Once registration is complete, individuals will meet with ODR staff to discuss eligibility and appropriate accommodations.

**PLAGIARISM-CHEATING:** By enrolling in this course, each student assumes the responsibilities of an active participant in ASU's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to

commit these acts are all forms of academic dishonesty...and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.

You can read the full .pdf document on ASU's policy on plagiarism and cheating at <http://academicintegrity.appstate.edu> (click on "Academic Integrity Code"). If you have any questions about what constitutes plagiarism in a history course, please arrange a time to talk to the instructor.

You can also read this excellent overview on plagiarism from Indiana University. (<http://www.indiana.edu/-wts/pamphlets/plagiarism.shtml>)

If you believe academic misconduct is taking place, please notify the instructor as soon as possible. For further definitions on what academic misconduct is and how to avoid it at all costs please read: <http://library.acadiau.ca/tutorials/plagiarism>

**FOOD, DRINK, TOBACCO:** Drinks are permissible, but please be mindful of where you place your cups and keep other students in mind. Food and tobacco are prohibited (please take care of your food before class, or store it away for after class).

ABH 236 is an Active Learning Classroom (ALC) with technology around the room. Please take special care of any liquids.

**MUTUAL RESPECT:** The Department of History at Appalachian State University is committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment, in the classroom and in the broader university community. We are a faculty that strives to model reflection, advocacy, and care for community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you feel that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with your instructor and/or other program faculty. Please visit <https://edc.appstate.edu/equity-issues> for information related to Appalachian State University's Title IX and <http://academicaffairs.appstate.edu/syllabi> for the most up-to-date policies on students with special needs, academic integrity, religious observances, and student engagement with courses.

**TECHNOLOGY POLICY:** Portable technology is now an indispensable tool for teaching and learning history. Participants in this course are encouraged to bring a laptop and/or tablet to class when possible. We will work in various settings (individual, pairs, small groups) throughout the semester but with a focus on individual projects and assignments. We will make good use of the ALC space in ABH 236

Remember: computing devices are to be used for course work and the tasks at hand only. Your screen is visible to others; please do not let your screen become a distraction. Please silence mobile computing alerts and ringers before class begins. Thanks!

**COVID:** ASU's COVID-19 update page can be found at: <https://www.appstate.edu/go/coronavirus>

# SCHEDULE OF TOPICS & READINGS

*Note: this syllabus is a living document and is subject to change throughout the semester)*


**(CT):** Course Textbook

For journal articles: make sure you are logged in through ASU because most links are for journals accessed through the Belk Library database; others are located on the password protected page of the HIS 3310 website.

## Unit 1: Where are We Now?: Current Issues in Sports Across the Americas

### Week One Discussion (Aug 17 / 19)


#### Introduction: Course, WordPress, Zotero


 Course Overview - WordPress - Zotero


### Week Two Discussion (Aug 24 / 26)

#### Sports History: Views from Historians

Read the **TWO** selections assigned to your group—either the **Tuesday** or **Thursday** group. You will read these ahead of our class meeting, and also complete relevant blog-discussant assignments. In other words, our in-class discussions are the *final* word because you have already read them, and blogged/ commented on them. [Follow this model each week.].


 **All** - Moore, Louis. “When I Fell in Love with Sports History.” *The International Journal of the History of Sport* 34, no. 5-6 (April 13, 2017): 405-8. [doi.org/10.1080/09523367.2017.1372426](https://doi.org/10.1080/09523367.2017.1372426).


 **Tuesday Group (Tu):** Howard, Josh. “Clifton Forge and Back Again.” *The International Journal of the History of Sport* 34, no. 5-6 (2017): 340-45. [doi.org/10.1080/09523367.2017.1383394](https://doi.org/10.1080/09523367.2017.1383394).


 **Thursday Group (Th):** Anderson, Patricia. “On Searching for the Latin American Sportswoman and Finding an Argentine Sports Historian.” *The International Journal of the History of Sport* 34, no. 5-6 (2017): 315-19. [doi.org/10.1080/09523367.2017.1342625](https://doi.org/10.1080/09523367.2017.1342625).

### Week Three Discussion (Sep 1 / Sep 3)

#### Sports in the Age of COVID-19 / College Sports in the U.S.

 **All** - Wood, Jesse. “App State’s Rich Soccer Tradition... Was the Golden Era Pushed to the Wayside?” *High Country Magazine* 11, no. 2 (October/November 2015), pp. 8, 18-32. [[Private Readings page](#)]

 **All** - Joyce, Ethan. “Former App State Coaches, Players Come to Terms with the Cutting of Their Programs.” *Winston-Salem Journal*, May 29, 2020, Online edition, sec. Sports. [journalnow.com/sports/college/asu/former-app-state-coaches-players-come-to-terms-with-the-cutting-of-their-programs/article\\_f1555a67-a94d-5fe0-9d3d-19a8a5060a31.html](https://journalnow.com/sports/college/asu/former-app-state-coaches-players-come-to-terms-with-the-cutting-of-their-programs/article_f1555a67-a94d-5fe0-9d3d-19a8a5060a31.html).

 **Tu:** Dzikus, Lars. “A World without Sports.” *The Conversation*, April 7, 2020, sec. Arts + Culture. <http://theconversation.com/a-world-without-sports-134964>.



- ⚽ **Th:** McGregor, Andrew. "Covid-19 Presents an Ideal Time to Rethink College Sports." *Sport in American History* (blog), May 27, 2020. <https://ussporthistory.com/2020/05/26/covid-19-presents-an-ideal-time-to-rethink-college-sports/>.

## Week Four Discussion (Sep 8 / 10)

### Protests & Activism in Sports

- ⚽ **All:** Townsend, Stephen, Gary Osmond, and Murray G. Phillips. "Where Cassius Clay Ends, Muhammad Ali Begins': Sportspeople, Political Activism, and Methodology." *The International Journal of the History of Sport* 35, no. 11 (2018): 1149–75. [doi.org/10.1080/09523367.2018.1523146](https://doi.org/10.1080/09523367.2018.1523146).
- ⚽ **All:** Baumann, Michael. "Nike's Big Gamble on Colin Kaepernick." *The Ringer* (September 4, 2018). Online. <https://www.theringer.com/nfl/2018/9/4/17821252/nike-nfl-colin-kaepernick-business-politics>
- ⚽ **ALL:** Find your own to add to the blog post & discussion (provide URL link in the blog post)

## Unit 2: Early History of American Sports & Construction of Identities

## Week Five Discussion (Sep 15 / 17)

### Muscular Christianity & the British/US Missionaries of Sport


- ⚽ **All: (CT)** Miller, Patrick. "The Manly, the Moral, and the Proficient: College Sport in the New South." *The Sporting World of the Modern South*, edited by Patrick Miller. Urbana: University of Illinois Press, 2002. [Chapter 1]
- ⚽ **Tu:** Dishon, Gideon. "Games of Character: Team Sports, Games, and Character Development in Victorian Public Schools, 1850–1900." *Paedagogica Historica* 53, no. 4 (2017): 364–80. [doi.org/10.1080/00309230.2016.1270339](https://doi.org/10.1080/00309230.2016.1270339).
- ⚽ **Tu:** Mangan, J. A. "The Early Evolution of Modern Sport in Latin America: A Mainly English Middle-Class Inspiration?" *The International Journal of the History of Sport* 18, no. 3 (2001): 9–42. [doi.org/10.1080/714001585](https://doi.org/10.1080/714001585).
- ⚽ **Th:** Guedes, Claudia. "'Changing the Cultural Landscape': English Engineers, American Missionaries, and the YMCA Bring Sports to Brazil – the 1870s to the 1930s." *The International Journal of the History of Sport* 28, no. 17 (2011): 2594–2608. [doi.org/10.1080/09523367.2011.627200](https://doi.org/10.1080/09523367.2011.627200).
- ⚽ **Th:** Sotomayor, Antonio. "The Triangle of Empire: Sport, Religion, and Imperialism in Puerto Rico's YMCA, 1898–1926." *The Americas* 74, no. 4 (2017): 481–512. [doi.org/10.1017/tam.2017.86](https://doi.org/10.1017/tam.2017.86)


## Week Six Discussion (Sep 22 / 24)

### Early Soccer History

- ⚽ **Tu:** (All 3 articles) Allaway, Roger. "A Stumbling Start for U.S. Pro Soccer." *Society for American Soccer History* (December 2, 2015). Online. <http://www.ussoccerhistory.org/a-stumbling-start-for-u-s-pro-soccer/> — AND — Farnsworth, Ed. "USA vs. Mexico and the 'Little Truck'." *Society for American Soccer History* (October 8, 2015). Online. <http://www.ussoccerhistory.org/1934-usa-mexico-and-the-little-truck/> — AND — Kay, Stanley. "Pastor Keeps History of Storied U.S. Club


Bethlehem Steel Alive.” *Sports Illustrated* (August 3, 2017). Online. <https://www.si.com/soccer/2017/08/03/bethlehem-steel-pastor-dan-morrison-us-soccer>


 **Tu:** Logan, Gabe. “C’mon, You Reds: The U.S. Communist Party’s Workers’ Soccer Association, 1927–35.” *Journal of Sport History* 44, no. 3 (2017): 384–98. [doi.org/10.5406/jsporhistory.44.3.0384](https://doi.org/10.5406/jsporhistory.44.3.0384).


 **Th:** Kittelson, Roger. *The Country of Football: Soccer and the Making of Modern Brazil*. Berkeley: University of California Press, 2014. [[Introduction](#) and [Chapter 2](#)]

## Week Seven Discussion (Sep 29 / Oct 1)

### Early Baseball History

 **All:** González Echevarría, Roberto. *The Pride of Havana: A History of Cuban Baseball*. New York: Oxford University Press, 1999—Pages 75-111. [[Chapter 4](#)]


 **Tu: (CT)** Gumstead, Robert. “Baseball, the Lost Cause, and the New South in Richmond, Virginia.” *The Sporting World of the Modern South*, edited by Patrick Miller. Urbana: University of Illinois Press, 2002. [Chapter 2]

 **Th:** Park, Roberta J. “From La Bomba to Béisbol: Sport and the Americanisation of Puerto Rico, 1898–1950.” *The International Journal of the History of Sport* 28, no. 17 (2011): 2575–2593.

## Week Eight Discussion (Oct 6 / 8)


### National & Ethnic Identity in Sports


 **Tu: (CT)** Rein, Raanan. “People of the Book or People of the (Foot)Ball?: On the Pitch with the Fans of Atlanta in Buenos Aires.” *Sports Culture in Latin American History*. [Chapter 5]


 **Th:** Bocketti, Gregg P. “Italian Immigrants, Brazilian Football, and the Dilemma of National Identity.” *Journal of Latin American Studies* 40, no. 02 (2008): 275–302. [www.jstor.org/stable/40056663](http://www.jstor.org/stable/40056663).


## Week Nine Discussion (Oct 13 / 15)

### Sport & Race

 **Tu: (CT)** Sheinin, David. “Boxing in the Making of a Costeño Identity.” *Sports Culture in Latin American History*. [Chapter 7]

 **Tu:** Richey, Jeffrey. “The Macaquitos Affair: Soccer, Blackness, and Brazil as Argentina’s Racial Other, 1919–1929.” *Radical History Review* no. 125 (2016): 116–136. [ISSN 0163-6545](https://doi.org/10.1080/01636545.2016.1161366).

 **Th:** Scott, Jermaine. “‘A Black School Is Not Supposed to Win’: Black Teamwork at Howard University, 1970–74.” *Journal of Sport History* 46, no. 3 (November 7, 2019): 347–62. <https://muse-jhu-edu.proxy006.nclive.org/article/738515>.

 **Th:** Nelson, Emalee. “Cuban Babe (Ruth): The Story of Seven Cubana Women in Professional Baseball.” *Sport in American History* (2016): Online. <https://ussporthistory.com/2016/10/17/cuban-babe-ruth-the-story-of-seven-cubana-women-in-professional-baseball/>

### Part 3: Bodies as Contested Spaces

#### Week Ten Discussion (Oct 20 / 22)

##### Masculinity & Femininity

- ⚽ **Tu: (CT)** Liberti, Rita. “We Were Ladies, We Just Played Like Boys’: African American Women and Competitive Basketball at Bennett College, 1928-42.” *The Sporting World of the Modern South*, edited by Patrick Miller. Urbana: University of Illinois Press, 2002. [Chapter 6]
- ⚽ **Tu:** Gils, Bieke. “Flying, Flirting, and Flexing: Charmion’s Trapeze Act, Sexuality, and Physical Culture at the Turn of the Twentieth Century.” *Journal of Sport History* 41 no. 2 (Summer 2014), 251-268. <https://muse-jhu-edu.proxy006.nclive.org/article/557776>.
- ⚽ **Th: (CT)** Donoghue, Michael. “Roberto Durán, Omar Torrijos, and the Rise of Isthmian Machismo.” *Sports Culture in Latin American History*. [Chapter 1]
- ⚽ **Th: (CT)** Owenby, Ted. “Manhood, Memory, and White Men’s Sports in the American South.” *The Sporting World of the Modern South*. [Chapter 13]

#### Week Eleven Discussion (Oct 27 / 29)

##### Challenges to Gendered Norms / Sport, Physicality, Violence, and the Body as a Contested Space

- ⚽ **All:** Oxenham, Gwendolyn. “Pele With a Skirt’: The Unequal Fortunes of Brazil’s Soccer Stars.” *The Atlantic* (June 4, 2015). Online. <https://www.theatlantic.com/entertainment/archive/2015/06/neymar-marta-world-cup-brazil/394856/>
- ⚽ **All:** Wallace, Amy. “Lady Leadfoot.” *Sports Illustrated* (October 29, 2018). Online. <https://www.si.com/racing/2018/10/29/denise-mccluggage-racing-driver-journalist>
- ⚽ **Tu: (CT)** Wesolowski, Katya. “From ‘Moral Disease’ to ‘National Sport’: Race, Nation, and Capoeira in Brazil.” *Sports Culture in Latin American History*. [Chapter 8]
- ⚽ **Tu:** Andrade Franco, Roberto José. “Sparring in the White House: Theodore Roosevelt, Race, and Boxing.” *Sport in American History* (November 2016). Online. <https://ussporthistory.com/2016/11/21/sparring-in-the-white-house-theodore-roosevelt-race-and-boxing/>
- ⚽ **Th: (CT)** Kyriakoudes, Louis M. and Peter A. Coclanis. “The Tennessee Test of Manhood’: Professional Wrestling and Southern Cultural Stereotypes.” *The Sporting World of the Modern South*. Edited by Patrick Miller. Urbana: University of Illinois Press, 2002. [Chapter 11]
- ⚽ **Th: (CT)** Lehman, Ken. “Fighting on the Edge: Cholitas Luchadoras in Bolivia’s Cholo Revolution.” *Sports Culture in Latin American History*. Edited by David. M.K. Sheinin. Pittsburgh, University of Pittsburgh Press, 2015. [Chapter 2]

#### Week Twelve Discussion (Nov 3 / 5)





##### Futbolera: A Discussion

- ⚽ **All: (CT)** Elsey, Brenda and Joshua Nadel. *Futbolera: A History of Women and Sports in Latin America*. Austin: University of Texas Press, 2019. [Zoom session with authors on Nov 5th - **entire** class meets online on *Thursday only* for book discussion]

## Unit IV: Sports in the Modern South, U.S., and the Americas

### Week Thirteen Discussion (Nov 10 / 12)

#### U.S.-Latin American Relations in Sports

-  **Tu:** Leal, Eduardo. "Bolivian Ball." *Roads & Kingdoms* (2015). Online. <https://roadsandkingdoms.com/2015/bolivian-ball/>
-  **Tu:** Ruck, Rob. *Raceball: How the Major Leagues Colonized the Black and Latin Game*. Boston: Beacon Press, 2011. [Chapter 6 - ¡Viva México!]
-  **Th:** Rodriguez, Alicia. "Borderball with Club Tijuana." *Roads & Kingdoms* (2014). <https://roadsandkingdoms.com/2014/borderball-with-club-tijuana/>
-  **Th:** Wood, Michael T. "Defenders of National Honor: Club Atlético de Cuba Tigres in Prerevolutionary Cuban Gridiron Football." *Journal of Sport History* 47, no. 1 (2020): 40-58. <https://www.jstor-org.proxy006.nclive.org/stable/pdf/10.5406/jsporthistory.47.1.0040.pdf>.

### Week Fourteen Discussion (Nov 17 / 19)

#### Political Uses of Sports / Sports in the Modern U.S. South



-  **All:** Thompson, Wright. "While the World Watched." *ESPNFC.com* (June 9, 2014). [Argentina's "Dirty War"] [http://www.espn.com/espn/feature/story/\\_/id/11036214/while-world-watched-world-cup-brings-back-memories-argentina-dirty-war](http://www.espn.com/espn/feature/story/_/id/11036214/while-world-watched-world-cup-brings-back-memories-argentina-dirty-war)
-  **All:** Teitelbaum, Ben and Priya Desai. "A Dream Re-Routed: Deported Maryland Brothers Seek Options, Play on After Being Banished." *Sports Illustrated* (February 27, 2018). Online. <https://www.si.com/soccer/2018/02/27/lizandro-claros-saravia-deportation-ice-daca-trump-usa-nicaragua-el-salvador>
-  **Tu:** Schelfhout, Sam, and John Fair. "Lifting 'Round the World': The Goodwill Weightlifting Tours of 1955." *The International Journal of the History of Sport* 35, no. 10 (2018): 1008-28. <https://doi.org/10.1080/09523367.2019.1576637>.
-  **Th: (CT)** Rybacki, Karyn Charles and Donald Jay Ribacki. "The King, the Young Prince, and the Last Confederate Soldier: NASCAR on the Cusp." *The Sporting World of the Modern South*. [Chapter 12]

### Week Fifteen Discussion (Nov 24 - Zoom only for all participants)

#### Course Wrap-Up / Digital Project Presentations 2.0 (Final)

If needed, choose ONE SPORT/TOPIC for final blogging assignment ... or, for Extra Credit (3 pts.):

#### CANADA

-  Bourgon, Lyndsie. "Rezbball Revival." *Roads & Kingdoms* (2014). <https://roadsandkingdoms.com/2014/rezball-revival/>
-  Mothe, Peter. "All-Native Soccer Team Gets Ready to Represent Canada at World's First Indigenous Games." *The Georgia Straight* (May 19, 2015). Online. <https://www.straight.com/news/453271/all-native-soccer-team-gets-ready-represent-canada-worlds-first-indigenous-games>

### SOCCKER: ARGENTINA

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## Supplemental Reading List: Useful for Research Topic (Digital Project & Final Exam Essay)

For a complete list, visit: <https://sportsamericas.rwanysibaja.com/texts-resources/books-by-sport>; most books can be found at the Amazon HIS 3310 page: [https://www.amazon.com/bz/wishlist/l/184YDXUF6EZO?ref\\_=wl\\_share](https://www.amazon.com/bz/wishlist/l/184YDXUF6EZO?ref_=wl_share)

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